**CFS for Replacement Behavior**

**A replacement behavior is an appropriate behavior that takes the place of the interfering behavior.** It answers the question: What do you want a student to do instead of the challenging behavior?

The goal of the replacement behavior: when a student encounters the antecedent conditions, s/he will engage in replacement behavior in order to satisfy the same function as the challenging behavior. The basic guideline for a replacement behavior is teaching students to do what you want them to do rather than telling them what you don’t want to do.

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| **Criteria for Success (CFS) for a Replacement Behavior** |

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| **Criteria for Success (CFS) for a Replacement Behavior** | |
| Actionable | The replacement behavior begins with a verb that indicates what a student will do |
| Serves the same function as the replacement behavior | The replacement behavior will result in the same outcome as the challenging behavior |
| Is incompatible with the challenging behavior | The replacement behavior cannot occur simultaneously to the challenging behavior |

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| **Replacement Behavior Quick Checklist** | **Yes** | **No** |
| 1. Will it result in the same outcome as the challenging behavior? (Does the replacement behavior serve the same function as the challenging behavior?) |  |  |
| 1. Is the skill easily acknowledged by the teacher (in order to reinforce it?) |  |  |
| 1. Is the replacement behavior non-compatible with the challenging behavior? |  |  |
| 1. Is the replacement behavior actionable? (Is the behavior something that the student can do?) |  |  |
| 1. Is it something that is easily done by the student? |  |  |
| 1. Is it a skill that can be taught? |  |  |
| 1. Will it work in the classroom? |  |  |
| 1. Does the replacement behavior = the desired behavior or is it an appropriate behavior that is a stepping stone to the desired behavior? |  |  |

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